

# BBL314 Pauline Epistles



**Pathways**

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For the Acadeum Course Sharing Consortium



*We're delighted to have you study at RMC! Please note the following policies:*

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback!

**Online Courtesy**

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

**RMC Grading Policy**

**Grade GradePoint**

A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A-	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B-	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C-	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D-	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN		Incomplete
VW		Voluntary Withdrawal from a course before the course withdrawal deadline.

**Grading Scale**

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

## Plagiarism & Academic Misconduct at Rocky Mountain College

### A. Plagiarism Defined

**Plagiarism** - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism is an extremely serious academic offence.

### B. Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

### C. Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

*Copies of the official policy regarding Plagiarism and other academic offenses can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."*

This policy is based on the University of Calgary policy "Plagiarism, Cheating & Academic Misconduct - 1996-97" Copyright © 1998 University of Calgary

***BBL314 Pauline Epistles***  
**Rocky Mountain College**  
**Credits: 3**

**Course Description**

An intensive exegetical study of the apostle Paul's letters of Romans and Galatians. This course will explore the following: various features of New Testament epistolary literature; historical factors contributing to the composition of Romans and Galatians; distinctive themes of each letter; and the flow and structure of Paul's argument in each. The course will also seek to relate the themes of these letters to the lives of students. Priority will be given to the study of Romans.

**Course Objectives**

By the end of this course students will be able to:

- Explain the features of New Testament epistolary literature;
- Identify the characteristics, content, structure, themes, and the major interpretive questions of Romans and Galatians
- Explain the traditional, Protestant ("Lutheran") readings of Paul and the "new perspective" presented by such scholars as E. P. Sanders, James Dunn, and N. T. Wright.
- Demonstrate appropriate skills for the study and interpretation of Paul's letters;
- Articulate the contemporary relevance and life-changing dynamic of the gospel as given in Romans and Galatians.

**Required Textbook**

Moo, Douglas J. *Encountering the Book of Romans*. Grand Rapids: Baker Academic, 2002.

Wright, N.T. *Paul for Everyone: Galatians and Thessalonians*. Louisville: Westminster John Knox, 2015.

**Course Requirements and Grading**

- Five 400-500 word dialogues in the discussions 15%
- Six written assignments 15%
- One 2,000 word research paper on an important term or theme in Romans and/or Galatians. 20%
- Mid-term exam 25%
- Final exam (primarily on material covered since the midterm) 25%

## Research Paper

Students are to write an 8 page (at least 2000 words) research paper that is devoted to a particular motif or theme in Romans or Galatians, or to matters related to recent Pauline studies of these epistles. Alternatively one may focus attention in this paper on a passage from one of these epistles that is of particular interest or that raises significant interpretive questions. Attention should be given to both primary (i.e., the text of Romans and/or Galatians) and secondary sources (including at least one source from ATLA).

## Course Outline

Module	Time (hours)	Textbook Reading	Assignment
1 Galatians as Intro to Romans	9	Wright, ch 1-11	Discussion: Galatians 1-2
2 Galatians/Intro to Romans	10.5	Wright, ch 12-23 Moo, ch 1,2	Discussion: Galatians/Romans Discussion: Old and New Perspectives
3 Romans 1	8	Moo, ch 3,4	Study questions
4 Romans 2-3:20	9	Moo ch 5,6	Study questions
5 Romans 3:21-4:25	11	Moo ch 7,8	Mid-term exam
6 Romans 5,6	9	Moo ch 9,10	Study questions
7 Romans 7,8	6.5	Moo ch 11,12	Discussion: Romans 7,8
8 Romans 9-11	8	Moo ch 13-15	Study questions
9 Romans 12,13	8.5	Moo ch 16,17	Essay: Romans 13
10 Romans 14-16	13	Moo ch 18,19	Study questions Romans 14-15 Research paper Final exam

## Facilitator Expectations of Students

What is expected of the student who wishes to succeed in this course.

- Effective time management
- Regular participation in discussions;
- regular logging in to course webpage to:
  - check due dates (if applicable)
  - keep up with readings/videos
  - check messages and announcements;

- seek feedback or clarification from facilitator regarding questions about assignments, extensions, technical difficulties etc.;
- ability to communicate effectively in writing
- ability to regularly access the internet

### **Student Expectations of Facilitators**

What students can expect from you.

- Prompt response to email messages
- Clear communication about your availability for consultation
- Timely turn around for assignment grading
- Constructive feedback on assignments
- Regular communication
  - Weekly announcements
  - Personal emails
  - Bulletins about recent advances in the field of study
  - Live chat sessions

### **Bibliography**

#### **Bible Dictionaries and Encyclopedias**

*Anchor Bible Dictionary* (6 vols.).

*Dictionary of New Testament Theology* (3 vol.).

*Dictionary of Paul and His Letters*.

*Eerdmans Bible Dictionary*.

*The Eerdmans Bible Dictionary*.

*Exegetical Dictionary of the New Testament*.

*The Interpreter's Dictionary of the Bible*.

*The International Standard Bible Encyclopedia*.

*The New Bible Dictionary*.

*The New Bible Dictionary (Third Edition)*.

*The New Interpreter's Dictionary of the Bible*.

*Theological Dictionary of the New Testament: Abridged in One Volume*.

#### **Pauline Studies**

Beilby, James K. and Paul Rhodes Eddy, eds. *Justification: Five Views*. Downers Grove, IL: IVP Academic, 2011.

Borg, Marcus, and John Dominic Crossan. *The First Paul: Reclaiming the Radical Visionary Behind the Church's Conservative Icon*. New York: HarperOne, 2009.

Brown, Raymond E. "Letter to the Galatians." In *An Introduction to the New Testament*, 467-482. New York: Doubleday, 1997.

Dahl, Nils. *Studies in Paul: Theology for the Early Christian Mission*. Minneapolis: Augsburg, 1977.

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- Wedderburn, A. J. M. *The Reasons for Romans*. Minneapolis: Fortress Press, 1988.
- Westerholm, Stephen. *Perspectives Old and New on Paul: The "Lutheran" Paul and His Critics*. Grand Rapids: Eerdmans, 2004.
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- Witherington III, Ben. *The Problem with Evangelical Theology: Testing the Exegetical Foundations of Calvinism, Dispensationalism and Wesleyanism*. Waco, TX: Baylor University Press, 2005.
- Wright, N. T. *Paul: In Fresh Perspective*. Minneapolis: Fortress Press, 2005.
- \_\_\_\_\_. *Justification: God's Plan and Paul's Vision*. Downers Grove: Intervarsity Press, 2009.
- \_\_\_\_\_. *What Saint Paul Really Said: Was Paul of Tarsus the Real Founder of Christianity?* Grand Rapids: Eerdmans, 1997.

### **Commentaries on Galatians**

- Barrett, C. K. *Freedom & Obligation: A Study of the Epistle to the Galatians*. Philadelphia: The Westminster Press, 1985.
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### **Commentaries on Romans**

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### **Additional Bibliography**

See also the helpful annotated bibliographies in Douglas J. Moo, *Encountering the Book of Romans* (pp.219-20) and in N.T.Wright, *What Saint Paul Really Said* (pp. 185-92) and in Wright's book, *Paul: In Fresh Perspective*, 2005 (pp.182-84).